

DOCUMENT RESUME

ED 331 353

HE 024 400

AUTHOR Pusch, Margaret D.; Loewenthal, Nessa
TITLE Helping Them Home: A Guide for Leaders of Professional Integration and Reentry Workshops.
INSTITUTION National Association for Foreign Student Affairs, Washington, D.C.
SPONS AGENCY Agency for International Development (IDCA), Washington, DC. Office of International Training.
PUB DATE 88
NOTE 34p.; For a related document, see HE 024 399.
AVAILABLE FROM National Association for Foreign Student Affairs, 1860 19th St., N.W., Washington, DC 20009 (\$4.95 plus postage and handling).
PUB TYPE Guides - Non-Classroom Use (055)
EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Counseling Services; Cultural Differences; Foreign Student Advisers; *Foreign Students; Group Discussion; Higher Education; Orientation; *Student Adjustment; *Student Development; Transitional Programs; Values; *Workshops
IDENTIFIERS *Foreign Students Home Country Reentry

ABSTRACT

The guide offers 13 modules on integration and reentry of foreign students returning to their home countries, designed to span the period from first arrival at the U.S. university to the final return. Stressed is the need for students to adapt to unexpected problems on their return due to both changes in their home situation and changes in themselves. An introductory essay examines different views of the reentry transition process and identifies factors associated with successful adjustment. Suggestions for using the guide and developing reentry workshops are presented. Provided for each module are specific objectives, the process (including group activities), resources needed, time needed, and staff needed. Modules have the following titles: "Group Introductions"; "Reentry upon Arrival"; "Looking Back"; "Anticipating Professional Integration"; "Looking Ahead: Expectations"; "Looking Ahead: Why Should I Be Worried"; "Looking Ahead: Fooling Ourselves"; "Moving On"; "Predeparture Planning"; "A Look at Values"; "Managing Your Concerns: An Inventory of Reentry Problems"; "Lift-Off and Check-Back"; and "Evaluation." Includes 12 references. (DB)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

National Association for Foreign Student Affairs

Helping Them Home: A Guide for Leaders of Professional Integration and Reentry Workshops

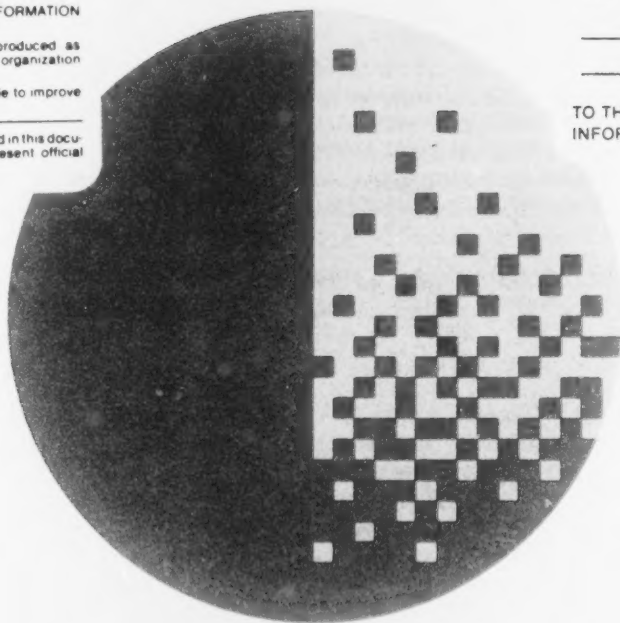
U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

- ☐ This document has been reproduced as received from the person or organization originating it.
- ☐ Minor changes have been made to improve reproduction quality.
- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS
MATERIAL IN MICROFICHE ONLY
HAS BEEN GRANTED BY

N A F S A

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."



BEST COPY AVAILABLE

Margaret D. Pusch and Nessa Loewenthal

1-24 408
1-24 408

Helping Them Home:

A Guide for Leaders of Professional Integration and Reentry Workshops

Margaret D. Pusch and Nessa Loewenthal

Designed to accompany *Professional Integration: A Guide for Students from the Developing World*, "Professional Integration: For a Smooth Passage Home" (video), and *Going Home: A Workbook for Reentry and Professional Integration*.

National Association for Foreign Student Affairs
Washington, D.C. 1988

Funding for this publication was provided by the Office of International Training, U.S. Agency for International Development, through a Cooperative Agreement with the National Association for Foreign Student Affairs. Copies may be ordered from the Publications Order Desk, National Association for Foreign Student Affairs, 1860 19th Street, NW, Washington, DC 20009.

©1988 by the National Association for Foreign Student Affairs. All rights reserved.

ISBN 0-912207-24-8

Contents

Preface	iv
Reentry Is Going Home	1
How to Use This Guide for Leaders	5
Selected Bibliography	7
Modules for "Going Home" Programs	9
Module 1—Group Introductions	9
Module 2—Reentry Upon Arrival	11
Module 3—Looking Back	13
Module 4—Anticipating Professional Integration	15
Module 5—Looking Ahead: Expectations	16
Module 6—Looking Ahead: Why Should I Be Worried	17
Module 7—Looking Ahead: Fooling Ourselves	19
Module 8—Moving On	20
Module 9—Predeparture Planning	21
Module 10—A Look at Values	24
Module 11—Managing Your Concerns: An Inventory of Reentry Problems	25
Module 12—Lift-Off and Check-Back	26
Module 13—Evaluation	27

Preface

Most people expect to encounter differences when they move abroad. Their expectations about life in the new culture may not be accurate but they know they will meet strangers and live in a unfamiliar environment. This is so widely recognized that programs to prepare sojourners for the experience are relatively common. When they return home, however, their expectations are quite different. They assume that life will be pretty much as it was when they departed and that they will slide easily into familiar patterns of living with only a momentary pause for settling in. Rarely is it so easy. They return neither to the world they left nor to the world they are expecting (see Adler 1986). They have failed to take both the changes at home and the changes within themselves into account. They have altered their perspectives on the world and their lifestyle by living abroad, but there have been changes at home as well. Friends, family, and colleagues have certainly grown older and had new experiences, and there may have been political or economic changes.

The issues of reentry and professional integration have not received the kind of attention given to orientation and adjustment to the new culture. Only recently has reentry or reverse culture shock been recognized as possibly more distressing than the shock of moving into a new culture. Returnees frequently report that they found going home much harder than going abroad and wondered if they would ever fit back into their own culture. Since most people, experts and sojourners alike, thought that returning home should be an easy process, returnees had to deal with their reentry stress alone. Isolated, many returnees struggled quietly, though not necessarily successfully, to find their personal and professional niches at home.

It has become clear that preparation for going home is as important as preparation for leaving home. Programs designed to confront the issues of reentry can help sojourners recognize that the feelings of strangeness experienced when returning home—feelings similar to those experienced when going abroad—are a normal part of the cross-cultural adjustment process. This process is not complete, at least for a particular sojourn, until the sojourner can once again function effectively in the home environment. While this may be a normal process, one is not often naturally endowed with the understanding and skills to make the transition. Reentry programs can provide participants with some understanding of the process, some ways to manage it, and a support group to help them cope with it. The purpose of this manual is to provide guidance for those who want to start sojourners on the return journey prepared for the challenge of *going home*. The manual contains an introductory essay, "Reentry Is Going Home," that defines "reentry" and outlines the issues surrounding the transition; it can be used as a mini-lecture in a workshop. The brief annotated bibliography that follows it points to more extensive coverage of the topic. The section "How to Use This Guide for Leaders" contains instructions for the use of the 13 detailed training modules that constitute the remainder of the publication. These modules can be used either as a total program or in various combinations appropriate to particular situations.

MARGARET D. PUSCH
NESSA LOEWENTHAL

Yarmouth, Maine

Reentry Is Going Home

The transitions that are part of living for a significant period of time in another country do not end with adapting to the host culture, but continue through the return home. Thus culture shock and reentry shock are not isolated events, but part of the total adjustment process that stretches from predeparture to reintegration at home. They have usually been considered quite separately, as if they have no connection; of the two, culture shock has received far more attention. Reentry is often ignored, even though it may be more shocking because it is so unexpected. In addition, reentry for many, possibly most, sojourners never really ends in the sense that they are unable to become part of the home culture in a way that they were before departing. They may and often do continue searching for ways to extend or recreate the overseas experience and/or ways to use the competencies they have acquired by living in another country and culture, possibly with little success.

Most people are poorly prepared for the return home because it is viewed as "getting back to normal" and is expected to be a comfortable, comforting, and possibly even joyous event. For a short period, it may be all of those things; but quickly disorientation, alienation, and confusion set in as the strangeness of the familiar becomes apparent. Coupled with this, a sense of loss—loss of the foreign experience and of the relationships established abroad, much of which can never be recaptured—produces feelings characteristic of grieving (Werkman 1980). Grief work has to be completed before the returnee can get on with becoming part of the home culture, but there will probably always be feelings of nostalgia for the sojourn abroad.

The so-called "rewards" of the living-abroad experience—especially broadening one's world view and losing one's ethnocentric response—tend to look less and less rewarding as they cause real discomfort not only for the returning sojourner but for his or her friends, colleagues, and family. That discomfort is surprisingly similar to culture shock, but there are some significant differences between the two transitions. The most important is that problems with going home are, as mentioned above, so unexpected. Moving abroad meant moving toward the unusual and new; going home is getting back to the familiar and known. But conditions at home may have changed in ways that the sojourner does not fully comprehend. They can range from the toppling of a government (perhaps the one that sponsored the sojourner's study abroad!) to the marriage of a sibling. The sojourner knows little about what occurred; and even if these events were reported, the sojourner may not be able to understand how they have affected others or are likely to impact on him or her.

To complicate matters, the sojourner is not the same person who went away and is likely to be unaware of the extent of the personal changes. This altered state, of course, contributes to how events and conditions at home are perceived—or more to the point, how they are misperceived. Of course, the people at home were not expecting a

changing, someone who behaves differently and probably has developed some especially unacceptable attitudes. While people in the host culture may have expected the sojourner to adjust and behave in a relatively appropriate manner, they were acutely aware that this person was foreign and could either be forgiven for strange behavior or, if the person became too difficult, ignored. People at home are not likely to be so tolerant, and will exert a great deal of pressure on the returnee to conform. The returnee is far too important to be "lost" to foreign influence.

Finally, to the sojourner's dismay, friends and family will have virtually no understanding of the experiences of living in another country and will be reluctant to listen to those tales of foreign adventure that the returnee so desperately needs to tell. Colleagues may, in fact, feel resentment and antagonism toward the returnee because he or she had the opportunity to study and live abroad.

The sojourner in both going away and going home is experiencing change. There are some fairly consistent human responses to change: reject it, adapt to it, or ignore it. Bennett (1977) argues that culture shock (and, by extension, reentry shock) is a subset of transition shock, which she suggests is "a state of loss and disorientation precipitated by a change in one's familiar environment which requires adjustment. Culture shock may be characterized as a transition shock in the context of an alien cultural frame of reference." If this is true, much of the literature and research on change and on the stress involved in coping with transition would be useful in dealing with moving to and from a new culture.

One of the more relevant approaches to stress during transition is the focus on "stressful life events" (Martin 1986). The "Life Change Index" developed by Holmes and Rahe (1967) provides a 43-item checklist of common life events that, fortunately, do not occur on a daily basis. All require some adjustment; when a great many occur simultaneously, people frequently respond by developing stress-related illness. Many of the changes on the checklist—changes in financial situation or residence, eating and sleeping habits, job, school, recreation, living conditions, and so on—are part of reentry, and the list fails to include some of the other changes experienced during reentry. This approach makes it clear that the life changes that accompany reentry (and culture shock) cause as much stress during the transition period as the internal changes the sojourner brings to the process, and that when significant life events pile up and are relatively intense, dysfunction can occur. Unfortunately, many of the strategies that are recommended for coping with change may not be appropriate to the sojourner either entering or leaving a different culture, since the resources required to carry them out are often unavailable.

Another approach to understanding reentry transition is exploring the applications of cognitive dissonance theory (Martin 1986). People strive to create worlds in which they

are comfortable. This requires that the world and all that is in it behave in ways that are expected. Thus, their world is predictable and they feel good. Moving from one culture to another drastically reduces the predictability factor. The sojourner experiencing culture shock is dealing with new behavior and thinking patterns, and there are few if any cues to help interpret them. The returnee has a similar problem, although more cues may be available to him or her in this home culture. The problem is that the returnee's internal change makes it difficult to recognize and use those cues. Whatever worked in the previous culture has no place in the new one. There seems to be a decided lack of consistency, and the individual becomes disoriented and experiences cognitive dissonance. Martin proposes that it is useful to "conceptualize culture shock and reentry shock as the individual's striving for internal consistency and harmony due to conflicting cultural systems." Bennett similarly contends that transition shock "may be viewed as defense mechanisms in reaction to cognitive inconsistency." Basically, individuals are going to work toward recreating consistency and comfort in their world by making whatever adjustments lead to that end.

In looking to either of these approaches for guidance in dealing with reentry, it is necessary to keep in mind that people perceive stress differently: what for one may be extremely distressing may for another be challenging and exciting. Certainly, those who have lived abroad or worked with expatriates have witnessed wide variances in people's response to moving in and out of different cultures. A great deal depends upon how tolerant people are of change and its various components, how threatening the change is, how able the individual is to anticipate and devise coping mechanisms for handling the change, and how extreme conditions are or become. More importantly, living in different cultures may not be as comparable to other change and transition experiences as is suggested. Living abroad may have a far greater impact on the individual and be far more intense, because it goes to the very core of the individual by altering his or her value and belief system, especially if the individual is young and still developing in this area (Martin 1986; Gullahorn and Gullahorn 1963).

How the sojourner adapts to the host culture affects successful (or not so successful) reentry. There are several responses to living in a new culture. Some sojourners may totally accept the new culture (usually called "going native"). They will reject everything about their own culture. Some, quite the opposite, will retreat into the protection of an overseas enclave of their own cultural group. Both of these can be seen as monistic adaptation (Bennett 1977). Others become bicultural, maintaining their own culture but adapting to the new and functioning effectively in both—pluralistic adaptation. Finally, there are those who accept portions of both cultures and become a mixture of each—exhibiting an interactionist adaptation. Research indicates that the person who adjusts best to the new culture has the greatest difficulty readjusting to the old (Bochner 1973). It follows that those who have clung to

their own group and their own ways would have the least difficulty. The others would fall somewhere between, but Draguns (1976) suggests that those who thrive on complexity and ambiguity are more likely to deal with the confusion of the transition experience easily. Sussman (1986) notes this contradiction and posits two theories, based on the research, that are related to ease of reentry and adaptation abroad:

Hypothesis 2A: Individuals who adapt most successfully overseas have a more severe reentry problem than those individuals who do not adapt overseas.

Hypothesis 2B: Individuals who have adapted well overseas have a smoother reentry than those who did not adapt abroad.

In the first case, sojourners have changed considerably in their attitudes, values, perceptions, and behaviors, and must integrate this change with the home culture. Their reentry can be painful, and returnees may never really become fully integrated because they are unable, for whatever reason, to reverse the change within themselves or adapt again to their own country. Frequently, they find a way to return to the host culture or, when remaining at home, have great difficulty creating a satisfactory lifestyle. Werkman (1980) reports that many who return to the U.S. from abroad have been able to adjust but are not comfortable with that adjustment.

In the second case, sojourners have broadened their cultural repertoire and developed their intercultural skills, and are able to apply these to returning home. They have a smoother move and are more productive upon their return. Sussman's research (1986) indicates that first-time returnees have more difficulty than "veterans" because practice perfects adaptation skills and strategies. Hypothesis 2A has been substantially supported, Hypothesis 2B less so. It stands to reason, however, that those characteristics that contribute to adapting to a foreign culture would be equally effective in reentering one's own. Characteristics such as self-awareness, non-evaluativeness, comfort with complexity and ambiguity, and cultural empathy fit Hypothesis-2B people, who may also be those who choose the pluralistic or interactionist adaptation modes.

Sussman suggests two additional hypotheses that emerged from her survey of the literature:

Hypothesis 1: Reentry stress and shock is more severe than initial entry shock. . . .

Hypothesis 3: Individuals' home cultures play a role in influencing their responses to reentry transition and in influencing compatriates' responses to repatriates.

Confirmation of the first hypothesis is slim indeed, but it has certainly been suggested by many researchers and is part of the "lore" of cross-cultural exchange. If this is the case, it argues for making every effort to prepare sojourners and to devise strategies for easing reentry transition. There is little research either to refute or support the second, which relates

to the factors within the home culture and outside the returnee's control that affect reentry. Some cultures are less hospitable to the changed returnee; they exert greater pressure to return to the fold and offer fewer options for expressing new views or exhibiting divergent behaviors. Abandoning completely what has been acquired in the host culture may be the only way to gain some control over the situation as well as to gain acceptance.

Five factors that will influence the degree of difficulty of returning home have been identified. First, of course, is the sojourner's change in attitudes, behavior, world view, and perceptions of his or her home culture. Second is the person's change in status—professional, financial, and social. The change may be an improvement or a loss, but few returnees report that their situation is the same as that they enjoyed before departure or in the host culture. Third are the changes in the home environment—political, economic, social, and corporate. Often, as mentioned above, returnees may know changes have occurred but have little comprehension of their effect. Some changes may be unwelcome, such as dramatic shifts in political fortune or severe financial difficulties. In some cases, families were separated for a significant period of time, resulting in serious difficulties with interpersonal relationships and role definition within the family. Fourth are mechanics of reintegration into the job market, the career path, an academic calendar, a new place of residence, and the like. Fifth is the home culture's ability to tolerate diversity and absorb new thinking and behavior patterns, which was discussed above. These factors must be taken into account when preparing for and undertaking reentry.

Given these characteristics and factors involved in reentry, there is bound to be conflict. The returnee cannot risk being excluded, and those at home cannot tolerate living with someone who is no longer predictable. Ultimately, new relationships must be forged, ones based on a new set of mutually acceptable expectations. This process is characterized by Freedman (1980) as "an explicit renegotiation of what used to be an implicit contract between people who want or need to live with one another in home, community, or work settings." The returnee usually has to modify foreign-acquired behavior, but searches for ways to maintain some of the benefits derived from living abroad. There is, over time, some testing of new ideas and behavior with compatriots, inviting their tolerance, acceptance, and even experimentation. Networks of returnees tend to develop. As Werkman states, "There is a special con-

sciousness in people who have lived abroad." Former sojourners recognize this quality, and are drawn to each other.

Managing the experience calls for a basic understanding of the sojourner's entire experience and the process of reentry. Programs for those returning home must increase their awareness of change, their understanding of the cultural adaptation process, and their ability to adjust to their home environment. Returnees must be encouraged to develop realistic expectations, since what they expect to encounter is a particularly important factor in the process. However, when discussing potential problems of reentry, it is prudent to exercise caution in predicting what returnees' difficulties and responses might be and to present them only as possibilities. Research is too sparse for absolute statements about the readjustment process of individuals.

Preparation for a successful return should address the following:

1. the recognition of what sojourners are leaving and what has been gained in the new, foreign culture;
2. the emotional costs of transition;
3. the value of "worrying"—anticipating and preparing for difficulties that may occur;
4. the need for support systems and ways to develop them; and
5. the necessity of developing one's own strategies for going home.

The broad categories of concerns voiced by returned foreign students have changed very little over the years, and Cajoleas' belief (1959) persists, confirmed by Clarke (1972) and supported by others, that the most basic aspects of the successful reacclimation and professional effectiveness of the returnee are: "(1) the reconstruction of personal values upon return, and (2) bringing about changes in the home-country environment." The eventual solution of all other problems depends in large measure on how these are handled. Cajoleas contends that "during the period of the sojourn abroad consideration should be given . . . to the psychological and social problems involved in cross-cultural experience, and to study of the process of social change and the methods and techniques of bringing about desired and desirable change." No reentry program of short duration can hope to fill this order, but this fact must not discourage efforts to prepare students for going home and in taking small steps toward a more comprehensive approach to dealing constructively with the total cross-cultural experience.

References

- Adler, Nancy. *International Dimensions of Organizational Behavior*. Boston: Kent Publishing Co., 1986.
- Austin, Clyde N. *Cross-Cultural Reentry: A Book of Readings*. Abilene: Abilene Christian University Press, 1986.
- Bennett, Janet M. "Transition Shock: Putting Culture Shock in Perspective." *International and Intercultural Communication Annual* 4 (1977):45-52.
- Bochner, J. "The Mediating Man and Cultural Diversity." In *Topics in Culture Learning*. Honolulu: East-West Culture Institute, 1973.
- Cajoleas, Louis P. "The American-Educated Foreign Student Returns Home." *Teachers College Record* 60 (January 1959).
- Clarke, Clifford H. "The Reentry Experience: Foreign Students Return Home." Paper presented at the Summer Conference of Intercultural Communication at the International Christian University, Tokyo, Japan (1972).

- Draguns, Juris. "On Culture Shock, Biculturalism and Cultural Diversity." Paper presented at the American Psychological Association, Washington, D.C. (1976).
- Freedman, Art. "A Strategy for Managing 'Cultural' Transitions: Reentry from Training." In *The 1980 Annual Handbook for Group Facilitators*, edited by J. William Pfeiffer and John E. Jones. San Diego: University Associates, Inc., 1980.
- Gullahorn, J.T. and J.E. Gullahorn, "An Extension of the U-Curve Hypothesis." *Journal of Social Issues* 14 (1963):33-47.
- Martin, Judith N. "Orientation for the Reentry Experience: Conceptual Overview and Implications for Researchers and Practitioners." In *Cross-Cultural Orientation New Conceptualizations and Applications*, edited by R. Michael Paige. Lanham: University Press of America, 1986.
- Sussman, Nan M. "Reentry Research and Training: Methods and Implications." *Theories and Methods in Cross-Cultural Orientation, International Journal of Intercultural Relations* 10, no. 2 (Special Issue 1986). Available from Intercultural Press, Inc., Yarmouth, ME.
- Werkman, Sidney L. "Coming Home: Adjustment of Americans to the United States After Living Abroad." In *Uprooting and Development: Dilemmas of Coping with Modernization*, edited by G. V. Coelho and P. I. Ahmed. New York: Plenum Press, 1980.

How to Use this Guide for Leaders

The present guidebook is a manual of recipes designed to be used with the "Going Home" materials previously published by NAFSA's Education for International Development Committee with funding from the U.S. Agency for International Development. These materials consist of two publications, *Professional Integration: A Guide for Students from the Developing World* and *Going Home: A Workbook for Reentry and Professional Integration*, and a videotape, "Professional Integration: For a Smooth Passage Home." The training modules in this guidebook can be used either as a total package or in various combinations appropriate to particular situations. The advantage of using the package is continuity: the materials are designed to cover the student's total experience from arrival in a foreign country to return home.

The guidebook has been written for the student to use alone, but is easily adapted to a workshop or course setting. In fact, it is probably more desirable to use the materials with a group or in a combination with an orientation workshop, supervised independent study, and a reentry workshop. The present guidebook covers only the reentry portion of the student's sequence, but there are many similarities between the orientation and reentry, and instructions on the latter can, with minor adjustments, be adapted to the former.

This guidebook makes several assumptions about its users. The first is that leaders who plan reentry programs will become as familiar as possible with the research on reentry. This is critical to conducting discussions with workshop participants. Leaders must be able to draw on a store of knowledge of the subject because there is no "recipe" for handling concerns that arise from participants' experience. Nearly every one of the useful publications listed in the brief bibliography points to additional references.

The second assumption is that leaders, while having some basic skills in facilitating workshops, are not experienced trainers. The instructions for each module are as specific as possible.

The third assumption is that leaders are very busy and have little time to devote to designing workshops. Each module includes estimates of its duration to make it easier to decide what can be covered in the time available for a particular program and how that program can be sequenced.

The final assumption is that leaders have long worked with foreign students and have their own ideas about how to conduct reentry workshops. This guide will probably be used as a jumping-off point for many who will create modules based on their own experience. It is hoped they will share materials they create with NAFSA's EID Committee.

The overall goals for reentry and professional integration workshops are to provide information and assistance that will ease personal reentry into the home culture; to develop strategies that will smooth professional integration; and to prepare for the practical aspects of returning home.

Modules are constructed to include fairly small segments of the full program and to accomplish specific objectives within the larger workshop goals. These objectives are stated for each module. This structure will facilitate the designing of programs of various lengths. Often it takes several modules to accomplish minimal treatment of a particular topic.

There are many ways to expand or amplify the content of the modules. Speakers who have studied or worked abroad and returned could introduce the workshop; panels of returnees with different experiences could be substituted for a module; returnees could be part of a module to provide their insights during discussions and exercises. Personal experiences certainly bring the issues alive for those about to embark on similar adventures. Readings, especially the stories found in *On Being Foreign* and the opening article in *Looking Forward, Looking Backward*, can be assigned as a prelude to discussion or to crystallize the ideas already being explored. Talking with recently arrived students or foreign visitors from home countries can provide information about current conditions. This guide recommends some ways to address the issues, but there will always be variations.

Packets of materials will be needed for workshops. They could include the following:

1. an agenda for the reentry workshop or a schedule for a series of sessions (including times and locations of sessions);
2. a list of participants and their current addresses (lists with home addresses are provided at the end);
3. a copy of the publication *Professional Integration: A Guide for Students from the Developing World*, available from NAFSA;
4. appropriate worksheets from *Going Home: A Workbook for Professional Integration*, or the entire workbook;
5. a listing of staff that contains office addresses and phone numbers;
6. a pad of paper; and
7. a list of additional readings, or copies of selected readings.

A major concern of reentry workshops is how to get students to attend. A session on this topic at NAFSA's 1986 annual conference generated the following ideas:

- Ask international student groups to "recruit" their members for reentry sessions and to help publicize them.
- Use mandatory English classes to notify students who might benefit from the sessions.
- Ask faculty members to help spread the word when a workshop is planned.
- Involve students in the organization of the sessions.
- Incorporate the session into an already existing program, such as a coffee hour, newsletter, etc.

- Organize workshops for specific groups, such as class years or nationalities.
- Plan an "Exit Program" designed to include more than "just" reentry: garage sales, career planning, INS regulations, practical training plans, etc.
- Plant the seed for professional preparation in orientation sessions, but remember that not all students do plan on going home.
- Send a letter to students six months after their arrival on campus inviting them to discuss the topic with you and letting them know that you have learned how important it is from your contact with returned students.

Preparation for reentry must become a part of a student's total educational experience. Students enroll, register, and attend orientation programs when they arrive in the United States. They should similarly be involved in a "mustering out" process (or "exit program") containing well-defined procedures as well as a workshop dealing with the upcoming transition. Responding formally to this departure will serve these students well; it provides closure to their period in the United States and observes a major transition in their lives.

Selected Bibliography

Adler, Nancy J. *International Dimensions of Organizational Behavior*. Boston: Kent Publishing Co., 1986.

Largely focuses on working abroad in business situations, but one of the best research projects on professional reentry is discussed in chapter 8. Research conducted with Canadian returnees provided insight into the kind of difficulties encountered on the job after returning from abroad.

Austin, Clyde N. *Cross-Cultural Reentry: A Book of Readings*. Abilene: Abilene Christian University, 1986.

Austin has compiled the best articles on the topic for this very useful volume. Articles are grouped by target population, including a section on foreign students. All the articles provide solid information and insights, even when the target populations do not match those with whom leaders are working.

Behrens, Jacque Segars and William F. Bennett, Sr., eds. *Looking Forward, Looking Backward: The Cultural Readaptation of International Students*. Lubbock: The International Center for Arid and Semi-Arid Land Studies, Texas Tech University, 1986.

A collection of articles generated at Texas Tech by faculty from various disciplines and by at least one student. Faculty attempt to relate the issues of applying newly acquired learning and technology in developing countries to their respective fields. Also contains articles on communication and adjustment.

Kohls, L. Robert. *Survival Kit for Overseas Living*, Second Edition. Yarmouth: Intercultural Press, Inc., 1984.

Kohls' book has become a classic for Americans going abroad and returning home. Provides in lay terms the full range of adaptation theory.

Lewis, Tom and Robert Jungman, eds. *On Being Foreign: Culture Shock and Short Fiction*. Yarmouth: Intercultural Press, Inc., 1986.

Lewis and Jungman lead the reader through the six stages of cross-cultural adjustment by providing introductions to each stage and carefully selected short stories that illustrate the experience. The last stage is, of course, reentry.

Martin, Judith N. "Orientation for the Reentry Experience: Conceptual Overview and Implications for Researchers and Practitioners." In *Cross-Cultural Orientation: New Conceptualizations and Applications*, edited by R. Michael Paige. Lanham: University Press of America, 1986.

Provides an excellent overview of the concepts of reentry and how to apply them in dealing with returning or recently returned clients.

Sussman, Nan M. "Reentry Research and Training: Methods and Implications." *Theories and Methods in Cross-Cultural Orientation, International Journal of Intercultural Relations* 10, no. 2 (Special Issue, 1986). Available from Intercultural Press, Inc., Yarmouth, ME.

Provides a good review of relevant research and its implications and hypotheses.

MODULE 1

Group Introductions

OBJECTIVES

- To provide participants with some basic information about each other.
- To establish a support group within the program.
- To outline the general objectives for the program.

PROCESS

This module has been written for reentry; to use it for orientation or other purposes, one need only change the opening remarks.

1. Introduce the program/session. Obviously you will use your own words and experiences, but an example of such an introduction follows.

Example: "All of you will complete your studies and return home in the next six months. You have probably noticed that there are some special dimensions to an academic experience when you are a foreign student in an American institution. The purpose of the International Student Center here is to provide opportunities for learning how to deal constructively with those unique circumstances throughout your academic career at Our University. This final program brings our efforts full circle. It is about completing your academic program and leaving Our University. The experience of going home will in many ways be as unique as the experience of coming here in the first place. It certainly differs from that of your American colleagues.

"This session is the first of three (or whatever number) arranged to cover some practical and psychological issues involved with leaving Our University and Town and returning to your home. A schedule of the sessions is included in your materials.

"I'd like to begin today with some introductions so we will know who the others are in the group. Please tell us your name, field of study, home country and one thing you are looking forward to when you go home.

"I'll begin. 'My name is M. J. Doe and I am the Associate Director of the ISC. My area of study, when I was a student, was political science with a special emphasis on international relations. I am from the United States, but did some research and lived in Indonesia for two years. I've had some experience with going home and I remember looking forward to seeing my family again, especially my kid sister who was 11 years old when I left and was always following me around.'"

TIME NEEDED: 15-20 minutes

2. Complete introductions. Try to keep each introduction to two minutes. You can model this length of introduction, but it is hard to insist on short introductions in an international group. Be flexible, but urge the process along if it begins to drag.

As participants introduce themselves, list what they are "looking forward to" on newsprint. This gives you an opportunity to comment, clarify, and move things along, as well as to keep a record of comments that will be used in another module.

TIME NEEDED: Depends on number of participants. Keep groups of 10 or fewer. Break a larger number into small groups. Multiply the number of participants by 3 minutes for this exercise—30 minutes for 10 participants—and add 15 minutes for good measure.

3. Wind up this module by looking over the "looking forward to" list, commenting on the items, and indicating that you will be returning to them as issues related to going home are discussed.

Note: Save the lists for use in later modules.

TIME NEEDED: approximately 20 minutes

TIME NEEDED FOR ENTIRE MODULE:

one hour 45 minutes

Note: If there are several groups of 10, the facilitator for each group will have to report back at the end of the session (in place of commenting on the list in each group). In that case, add 20 minutes for each report and 5 minutes for final comments.

RESOURCES NEEDED:

- newsprint
- magic markers
- packets

STAFF NEEDED:

one facilitator for each 10 participants

MODULE 2

Reentry Upon Arrival

OBJECTIVES

- To introduce the issue of returning home at the start of participants' study-abroad experience, emphasizing that this experience is a process that includes "going home."
- To lay the groundwork for reentry and professional integration work at the end of participants' stay in the United States.

Dealing effectively with reentry requires attention to the "fact" of reentry at each stage of a student's stay in a foreign country. It is difficult to interest foreign students to look ahead to going home when they have just arrived. Even more difficult is the most desirable approach: to begin considering reentry before departure from home! As leaders who use this guide will probably have no control over what occurs before students arrive on campus, they must begin after that point. Even then they are faced with the problem that orientation-program participants may not participate in reentry programs and vice versa. Providing the ideal—a continuous orientation/in-country, support/reentry program—is nearly impossible. The next best approach is to introduce the topic as opportunities permit and hope to encourage students to prepare for their transition home throughout their stay abroad.

There are two aspects to linking orientation and reentry: introducing the same general subject matter at both junctures, but at different levels and with a different focus; and planning for and taking the practical steps that will ease the immediate transition into or out of the host country and culture.

Thus, considering reentry just after arrival involves, on the one hand, introducing the concepts of adaptation to a new culture so they will be remembered and applied during the reentry program and, on the other hand, overtly introducing the issue of going home at a time when it seems almost ludicrous to think about it.

The "Going Home Workbook" contains a full set of materials for use in orientation and during the student's stay. Reentry is introduced in the section between pages 13 and 27, which bridges where the students are now and where they hope to be in the future.

PROCESS

1. In the facilitator's own words, introduce the session as follows:

"You have just arrived here, so the year or two (or more) you plan to stay may seem like a long time. As you become involved in your academic program and settled in Our Town, however, you may discover that two years isn't nearly as long as you thought and may even be a pretty short period in which to accomplish all you came to do. It is necessary to plan so you can complete your program successfully and feel confident about applying what you have learned when you go home.

"The first step in planning is setting goals for your stay in the United States." (Discuss goal setting as outlined on pages 13 and 14 of the workbook.)

2. Instruct participants to do the Goal List on page 17, circle the three that are most important, and list objectives for those three goals (page 18).

3. Facilitator continues: "The next step in this process is thinking about why you are here and what the expectations are for your program in the United States. There is another exercise in your workbook, on pages 22 and 23, to complete. This is for your information. If you want to talk about any part of it when you complete it, that will be welcomed but is not required."

At the end of this exercise, ask if anyone would like to discuss strategies for getting unspoken expectations out in the open. The point here is not to draw answers from participants but to discuss the issue of expectations with regard to study abroad and how it will affect professional integration when they return. Another question that could be asked is, "As you look at your own answers, how realistic do you think the expectations of your colleagues and family are now that you are in the United States?"

4. Facilitator continues: "To be sure you fulfill the expectations that are important and accomplish your goals, you must complete several more steps in this planning process. Next, list your strengths and weaknesses—what you bring to the experience of living and studying here, and those areas where you may need some assistance. Fill in the left side of the (left-hand column) chart on page 24, and then we'll discuss how you can use them or improve them."

Discuss the strengths they bring and how they might be used in the United States. This is an opportunity to suggest how participants can use their capabilities and/or learn, meet people, or whatever is appropriate in Our Town and Our University.

Discuss weaknesses by asking what resources the participants seek and identifying local resources that can help provide them. It will probably be necessary to emphasize that "weakness" simply means areas in which they want to learn or need to improve, not some inherent lack that makes them "weak people."

5. Facilitator continues: "Let's turn to page 26 and fill in the first two questions about your professional background."

Discussion here should center on helping participants discover each other as resources by asking about the skills they bring arising from their work experience that could be useful to others. Then have participants complete questions three, four, and five. Assure participants that this portion is for their own use and will not be discussed. Call time after 10 or 15 minutes.

Ask if they know people who have studied abroad and returned to their home countries. Discuss what participants have observed about these people. After the discussion, have participants complete questions six (for their own records) and seven.

Discussion on question seven can focus on the skills they want to learn while they are here and how that might be accomplished. Look back at the skills among the people in the room and see how they can help each other as well as how they can find resources in this new environment.

6. Suggest that participants write additional goals and objectives and look at them regularly. This will help them assess if they are on track or allow them to eliminate or change goals they have discovered to be unreasonable or inappropriate. You may want to tell participants that it is acceptable to change goals, especially if circumstances and/or greater experience suggest the original ones are unrealistic. Close the sessions with comments such as:

"It is important to enjoy and benefit from your stay here, which means you must attend to why you are here and what you must accomplish to avoid disappointment when you return home. The planning we have discussed today, and will continue to discuss, is a very American approach to something that we greatly value here: achievement. This may not be the way you would prepare for a new experience at home, but these methods are necessary in an American institution.

"Now, you will, of course, be going home, so it is important that you keep in touch with events and people in your home country. Let's talk a few minutes about how to keep informed about home. For example, when I lived in (another country), I wrote or sent tapes home quite often—usually I sent letters, because it was cheaper. And, of course, my friends and relatives wrote back. Two important things were happening: I was letting them know about the kind of life I was living in (another country) and they were keeping me in touch with my own country. Neither of us really understood everything about the other's situation, but we tried, and we at least had some information. I still had—and caused—some surprises when I got home, but I didn't "drop out" for two years and have to catch up on everything that had happened during that time. In what other ways can you keep in touch with home?"

TIME NEEDED FOR ENTIRE MODULE:

This module could take three hours if participants fill in written exercises slowly. It can be broken into two or more sessions, with written work assigned between meetings.

RESOURCES NEEDED:

- participant workbook
- newsprint and markers
- brochures and other information about town and university resources

STAFF NEEDED:

One facilitator for each 10 to 12 participants. It is possible for one facilitator to handle a larger group if there is little discussion. Discussion groups should not exceed 15.

MODULE 3

Looking Back

OBJECTIVES

- To begin the process of reflection on their experiences and the changes that have occurred within them.
- To obtain information for the International Student Office that will help in developing future programs to enhance the foreign students' experience in the United States.

PROCESS

Conduct a brainstorming "remembering" session. Once it gets started, you will probably only have to record key phrases on newsprint, but participants may need some prompting in the beginning. Some general questions to ask are listed below, along with a few examples of additional topics that could arise.

This is an opportunity to list those positive experiences that people will want to remember when they return home. Take some time to talk about them and why they are so memorable, how they made a difference in the student's life, and how they may have changed him or her.

Topic 1. What has been especially enjoyable about your stay at Our University and in Our Town?

Example: Participants may have developed close friendships with people from other cultures (Americans and other foreign students). How have these relationships changed their expectations of friends and their own behavior with friends?

Some may have been able to travel around the United States or particularly enjoyed being in a totally different kind of environment (climate, geography, small or large city, etc.).

Why were particular features of their stay in the United States enjoyable? Are they unique to this country or this town or to campuses?

Topic 2. How has your style of living changed? How is it different?

Example: Participants may have enjoyed a total change in lifestyle—becoming a student again without family and/or job responsibilities, living in an environment that allowed greater freedom of expression, etc.

It may be useful to ask what small changes have become a "taken for granted" part of their lives. Participants may have become accustomed to:

- shopping differently
- eating new foods
- attending different kinds of cultural events
- engaging in new sports or cheering "their" team
- dressing more/less formally
- participating in new activities (square dances, volunteer work) or organizations (student associations, Rotary clubs)
- visiting in local homes, etc.

Summarize the discussion and the experiences that have been listed on newsprint. Try to stay focused on what has happened during their stay, how those experiences were positive, and how participants changed during their stay. Later you can explore the impact those changes will have on their return home, although it may not be possible to completely avoid discussion of that impact now.

Most experiences listed may be part of everyday life and represent a gradual evolution of lifestyle change. Few experiences listed may be major events! Participants have devised new daily schedules to meet their needs of living in the United States and as students. Quite possibly they have acquired new habits (grocery shopping once a week), or "rituals" ("TGIF" parties every Friday), become accustomed to new conveniences (the 7-11, well-stocked libraries), acquired new ways of interacting with friends (dropping in to borrow something, potluck meals), become comfortable with different behavior (enjoying privacy) and settled into a different rhythm or faster pace of living.

It may help to explore how important these changes have become to the students and how they contrast with life at home. (Research suggests that those who adapt the best in the home culture have the most difficulty returning. This kind of adaptation consists largely of developing comfortable ways of daily living.) It may be useful to ask (pointing to the lists that have been made), "Which of these changes in your style of living can be adapted or transferred with you when you go home?"

Topic 3. We've looked at those things that have been especially enjoyable and changes in your lifestyle. What is the most important thing that has happened to you during you stay here?

Special events may be listed—a trip to another part of the United States, for example. These, however, will probably have the least impact on their adjustment back home. These events can be compared with vacations while at home or the events that provide wonderful memories but do not comprise everyday life. There is one important aspect of these experiences that will evoke some sense of loss and sadness: the likelihood that they will never occur again. Losing the possibility of having some experiences can be distressing.

Major achievements (such as obtaining a degree) will certainly come up. Some participants may have radically altered their lives by getting married or starting a family.

All of these experiences can indicate substantial changes within the individuals, changes of which they may be largely unaware. (This was considered in some degree under Topic 2 above.) It is not what "shows"—the wedding or the graduation—that is so important, but the internal changes symbolized. The "process" of obtaining the degree and all the little things that went into being a student and living in a new way or the "process" of meeting, getting to know, and deciding to marry someone—these are far more critical than the culminating event. It is important that they recognize their change and begin to comprehend how difficult it will be for people at home to understand that change.

In addition, participants may express, however indirectly, how important their new friends are because they are the people who know them as they are now and as they may hope to remain. These are also the people who have shared and understand the experiences of their sojourn in the United States. Will these new friends help to continue old relationships or build new relationships at home? It may be useful to explore how their new friends here came to know about their life at home and the ways they shared information about themselves. This could suggest ways of sharing the U.S. experience with relatives and friends when they return home. They will very likely miss "people" more than places or events. Whom they did things with is probably more important than what was done.

Experiences listed may indicate the acquisition of new skills. While participants may have been forced by circumstances to learn the skills (and may not, in some cases, have especially desired to learn them), they may feel some pride in these accomplishments. They could have become more (managing money) or differently (managing time) self-sufficient. There could be some concern about losing the opportunity to practice these skills at home. Is this because they are inappropriate to the home setting, or because these practices would not be permitted?

TIME NEEDED: This is hard to estimate: it depends on the size of the group. Ten to 15 minutes per person may suffice, but be flexible. This could be a long discussion, and talking about these experiences is important. This is, in a sense, a debriefing session.

RESOURCES NEEDED:

- newsprint
- magic markers

Topic 4. Is there anything you wish you could have done but did not have the opportunity to do while you were here?

Discussion: Indicate that they may still be able to do some of these things in the six (or whatever number) months left of their stay. Talk about strategies for fulfilling these wishes. It may become clear that some wishes are not very realistic, but it helps to talk that out ("I've always wanted to ski," from a student at the University of Florida three months from departure). Some may be very easy ("I've never attended a church service," from a Hindu interested in other religions' observances). Some may be harder but possible and worth planning for, especially if there is a "wish" that many participants share that could evolve into a group event. ("White water rafting has always intrigued me, but I have never had the nerve to do it alone.")

TIME NEEDED: See above. Approximate estimate is five minutes per student.

RESOURCES NEEDED:

See above. It is also useful to have a tape recorder.

TIME NEEDED FOR ENTIRE MODULE:

Two to three hours, depending on the number of participants and extent of discussion. See Module 2 for suggestions on breaking down into small groups.

STAFF NEEDED:

One facilitator for every 10–15 participants. It may be useful to have a person recording responses throughout this module.

MODULE 4

Anticipating Professional Integration

OBJECTIVE

To begin the process of looking toward reentry and professional integration.

PROCESS

View the videotape "Professional Integration: For a Smooth Passage Home."

At the conclusion of the videotape, discuss the issues raised by Daniel (the central character in the film) and how they relate to participants in this session. Below are some questions that may help in initiating and conducting the discussion.

1. Can you identify with Daniel and what he is experiencing?
2. Do you feel, as Daniel does, that you have to digest as much information as possible—learn it all and store everything in your mind to take home and put into action?
3. What do you think will be expected of you when you get home?
4. Do the feelings Daniel expresses sound familiar?
5. Do those experiences we listed earlier (experiences that you enjoyed in the United States and things you have become accustomed to) suggest that you have become *too* comfortable here?
6. Do the suggestions that the foreign student adviser and Professor Anderson made sound sensible? One suggestion is to network. We will be dealing with that in some depth later in these sessions.
7. How can you get faculty members in your department more involved in your transition back home?
8. How do you feel about Professor Anderson's recommendation to go slowly and take matters one step at a time? (Note: One of the most important points Professor Anderson makes is that integration into one's professional situation will take a lot of time; it cannot be rushed.)
9. The biggest challenge and most creative aspect of your integration into a job at home will be finding ways to use your knowledge, as Professor Anderson suggests, in problem-solving rather than applying new technology. Does this apply to your situation? How?
10. What are some of the possibilities for being helpful to your colleagues here after your return home?

Daniel appears to be at "high risk" for reentry difficulties because he has adapted very well to the host culture—he speaks English well, has acquired many American mannerisms, has worked successfully in an American system and institution, and is not easily recognized as "foreign." Many of the participants may not resemble Daniel in degree of adaptation and appearance; this could be reassuring, since those who adapt the best may have the most difficulty returning home.

Daniel's concern about failure—failure to store "enough" knowledge or training before he leaves, fear that he will be unable to use it when he gets home, and concern that after all his work, he really won't have anything valuable to take back—is a major issue throughout the videotape. Participants may express similar fears, especially sponsored students who feel a strong obligation to perform because of the investment made in them. Foreign students may be apprehensive because they think that colleagues and family will expect far more of them than they are capable of giving.

Foreign students, like Daniel, are making several major transitions when they leave American universities and colleges. They are going from one culture to another, they are going from the academic to the work world, they are changing from one physical environment to another, and they may be changing their social position in the home community. These changes are not necessarily bad, but they are not without trauma.

A number of issues will be raised during the discussion of this videotape, some of which are examined in greater detail in a later module. While you do not want to cut off the discussion, do try to move into the next segment if it gets too long.

TIME NEEDED FOR ENTIRE MODULE:

18 minutes for the film; 30 minutes to an hour for discussion

RESOURCES NEEDED:

The videotape "Professional Integration: For a Smooth Passage Home," available from NAFSA in 3/4 inch U-Matic, VHS, and Beta formats, plus a VCR or projector.

STAFF NEEDED:

facilitator(s)

MODULE 5

Looking Ahead: Expectations

OBJECTIVES

- To help participants identify and examine their expectations of home and of the role of returnee.
- To identify those expectations that are realistic and to modify those that are unrealistic.
- To begin developing strategies for dealing with unmet expectations.

PROCESS

Activity 1. Introduce the concept of realistic and unrealistic expectations. Using your own words, elicit examples of expectations. The following paragraph is an example:

"We all have thoughts and ideas about how a future event will be: 'When I go to _____ during Spring Break, the sun will be shining, and I'll come back with a terrific tan.' 'When I go to my friend's house, we will eat our own food and talk about home.' 'I can't wait until this semester is over. Next semester, I'm going to do everything as assigned and never have to work at the last minute!' In the same way, you have ideas—not necessarily clearly formulated—about home, and what your lives will be like when you return to your families and careers."

A. "Let's take a look at some of the things you said you are looking forward to when you think about going home." (Use this opening if a list was created during Module 2; if it wasn't, ask each participant to identify the one or two things he/she is most looking forward to about going home.)

B. "What are those things that you are most concerned or fearful about when you think of going home?" (Note: if the videotape has been shown, have participants review Daniel's concerns and then list their own. Otherwise, save the list for use as an introduction to the film when it is viewed.)

Example: Concerns—Will I be accepted back into my group of friends? I don't have a job and will need to find one. How do I get people to listen to my ideas? Expectations—I'm going to be able to solve the problems in my country; I have all the answers.

TIME NEEDED: Forty-five minutes for 10 participants. If group is larger, break into smaller groups (maximum 10–12 people) with facilitators. Groups must reassemble and report when small groups are formed. Add 10 minutes per group.

Activity 2.

A. Compare the "looking forward to" and "concerned about" lists. Identify with the group any that are unrealistic, and mark them.

B. From those remaining unmarked, have the group determine the three on each list that are the most applicable and the most important to them.

C. Brainstorm and list ideas for dealing with each of those selected in B. Select the two or three most useful strategies for each.

TIME NEEDED FOR ENTIRE MODULE:

One hour 30 minutes for group of 10 participants; add 10 minutes per group for report back and 10 minutes for summary if group is broken into small sections.

RESOURCES NEEDED:

- list "Looking Forward To" from Module 2
- newsprint
- masking tape
- colored marking pens

STAFF NEEDED:

one facilitator for each 10 participants

MODULE 6

Looking Ahead: Why Should I Be Worried?

OBJECTIVES

- To identify ways in which participants have grown or changed during their stay in the United States.
- To recognize areas of potential difficulty in reentering the home culture due to changes in attitudes and behaviors.
- To develop strategies whereby students can help themselves and their families in the process of reacculturation.

PROCESS

Activity 1. Going Home—no problem! Home is home, but it is different—changed! And you are different—changed! How?

Groups of 10 to 12 participants with facilitator discuss the following topics. A recorder takes notes and will report the essence of the discussion to the larger group.

- Think back to when you first arrived in the United States. Things seemed very different, and very strange. Which American practice, belief, or custom seemed most strange to you? Why? How did you react? Do you still feel it is strange?
- What frustrated you most when you first arrived? Why? Does it still frustrate to you?
- What was the most difficult aspect of living in the United States? How did you deal with it? How do you feel about it now?
- What was your most unique experience?

Regroup; recorders report on topics A and B. Together in the large group, discuss what will be missed most about the United States.

TIME NEEDED: one hour

Activity 2. Engage a speaker who can talk on the topic "What it is like to go home." This can be a graduate student or visiting faculty member from another country who has previously studied in the United States, returned home, and is now studying again, working, or visiting in the United States. Make sure that the speaker does not plan to remain in the United States permanently. Lacking this resource, an American who has recently returned from studying or working abroad can be equally effective.

TIME NEEDED: 45 minutes, including a question period

Alternative Activity 2. In groups of two: Discuss the topics listed below with one partner alternatively answering the question and the other listening, then summarizing what he/she has heard. Roles are reversed for the next topic and the process is repeated.

- Identify three ways in which you have changed or are different because of and during your stay in the United States.
- What schedules, behaviors, ways of doing things at home will you find more difficult to return to?
- What significant events have taken place at home while you have been away (i.e., Family—births, deaths, financial successes or failures; Country—elections, coups, inflation, etc.)?
- Identify three ways in which "home" has changed while you have been away.

Combine dyads into groups of 10; share responses to topics A and D. List differences noted on large sheets of paper.

In same groups of 10, discuss:

Will these changes (listed from responses to A and D) cause problems for you, your family, friends, or associates at home? How can these difficulties be minimized or avoided?

List ideas and strategies. Share with the larger group.

TIME NEEDED: One hour for group of 10. For larger groups, allow 10 additional minutes per group for reports.

Activity 3. Create an action plan form with questions relating to the student's expectations and plans for his or her own reentry process, such as:

- When I return home, the one idea or experience that I want to share with my friends, associates, and family is . . .
- When I return home, I know I will have changed because . . .
- I can help myself adjust to being home and help my family and friends understand the "new" me by . . .

Each participant is given the form in duplicate, on NCR paper or with carbon paper between. He/she is also provided with an envelope. On completion of the action plan, the participant keeps a copy and places the second copy in self-addressed (to home-country address) envelope. This is given to the workshop leader. Approximately three months after the student's return home, the envelope is mailed to him/her along with a reentry evaluation. (This can be mailed with the "news letter" promised in Module 12.) The evaluation should include questions such as:

What was the most difficult experience you had during your first three months at home?

What do you wish you had known but didn't?

How are you feeling about being home?

Are you working, studying, or still looking?

What three things would you tell to students returning home from studying in the U.S.?

What was most difficult for your family and friends to deal with on your return home?

The student is requested to complete this self-assessment of reentry adjustment and return it to you.

TIME NEEDED FOR ENTIRE MODULE:

30 minutes

RESOURCES NEEDED:

- action plan in duplicate
- envelopes
- newsprint and masking tape
- colored marking pens

MODULE 7

Looking Ahead: Fooling Ourselves

OBJECTIVES

- To examine personal expectations regarding returning home, identifying those that are impractical and unrealistic.
- To think about what being "back home" will be like, both positively and negatively.

PROCESS

Using your own words and experiences, introduce the topic of perceptions and unrealistic expectations. The following may be used as an example:

"Think back to when you were very young, and you went to school or church or some other large building for the first time. Did you feel awed and overwhelmed by its size? Or when you climbed a hill and felt that you were on top of a mountain and could see forever. Returning to these same places as an adult, have you been surprised at the reality? Going home after a long absence can be a similar experience. We tend to enlarge, beautify, or romanticize places and people when we're away from them. Our mind's eye works in strange ways. Such sayings as 'absence makes the heart grow fonder' have a great deal of truth."

Activity 1. When I return home I expect . . . Divide group into dyads. For the first part of the exercise, each participant completes the workshop independently. Upon completion, each pair discusses the issues raised.

When everyone has finished sharing the "agrees" and "disagrees" and has answered the questions, ask them to go back to the list and circle those responses that are likely to be true.

TIME NEEDED: 30 minutes

Activity 2. Combine dyads into groups of 10 to discuss the questions below. Brainstorm, then select and list the three or four most practical and realistic strategies.

Are we being honest with ourselves? Are our perceptions of home realistic? Idealized? Too negative? How do we feel about going home? Afraid, negative, positive—why? How can we avoid or minimize fears and negative concerns?

Regroup and share strategies. Facilitator should review and summarize strategies.

TIME NEEDED: one hour

RESOURCES NEEDED:

- worksheet—"When I return home I expect to have . . ." (Workbook, page 19) or "Are you fooling yourself?" (Workbook, page 124)
- flip chart
- marking pens and tape

STAFF NEEDED:

one facilitator for each 10 participants

MODULE 8

Moving On

OBJECTIVES

- To provide participants the opportunity to focus their thoughts on actually leaving their host culture and reentering their home culture.
- To prepare for reentry by beginning to say goodbye.
- To identify and vocalize feelings, both positive and negative, about leaving the United States and returning home.

PROCESS

Introduce the module as follows (in the facilitator's own words):

"We've considered what your expectations are, what it might be useful to 'worry' about, and the tendency to deny that there will be adjustments to make when the time comes to go home. Now it's time to consider what you are thinking and feeling about your return. It is no longer an abstraction, but where you are right now. (Then, in the next session, we'll work on preparation for actually making the transition.)

"In your packets is a 'Moving On' exercise. This is a sentence-completion exercise. You don't have to write or discuss these sentences in great depth; you want to finish the sentences with the first thing that comes into your mind."

Activity 1. Divide the group into dyads. Be sure each participant has a copy of the exercise. Participants alternate reading the sentences aloud while their partners complete each sentence with whatever immediately comes to mind. You may want to call "time" at each changeover.

When the exercise is completed, form groups of 10 to 12 participants (five or six pairs). Go around the group for each question. Each person will report on his/her partner's response (one-half will not have responded to each question). List the response the first time it is mentioned; use checkmarks to indicate subsequent mentions. Circle in red those responses most frequently heard. At the conclusion of this exercise, each person receives his or her own response-sheet back. It should be suggested that they may wish to complete the statements at another time.

TIME NEEDED: one hour

Alternative Instructions: Have everyone fill in the questions and discuss answers in small groups at each juncture (Q6, Q11, Q16, Q22) or at Q11 and Q22 and, if necessary, Q25.

The responses to this exercise form a basis for problem identification and resolution in Module 11, Managing Your Concerns.

Activity 2. Group Discussion:

How can I begin to say goodbye to the United States and to my friends here?

Examples: Review and list those things that will be difficult to leave, and those friends, colleagues, and associates who will be missed most. Visiting, photographing, and souvenir-gathering may be some suggestions you wish to make. Use examples based on your experiences.

How can I help my family and friends at home to have realistic ideas and expectations about my return?

Examples: How can experiences be shared without creating a sense of superiority? Select and discuss the one experience that has been the most important or meaningful, or has had the most impact. How can this be shared? Repeat with one individual.

TIME NEEDED: 30 to 45 minutes

RESOURCES NEEDED:

"Moving On" exercise (Workbook, pages 126-128)

STAFF NEEDED:

One facilitator can do the exercise, unless an alternative method is used that requires one facilitator per 10 to 12 participants; a large group will require an assistant or second facilitator.

MODULE 9

Predeparture Planning

OBJECTIVES

- To identify actions and tasks to be undertaken before leaving the university and the United States.
- To prioritize and organize tasks.
- To develop a calendar/checklist for predeparture.

PROCESS

Introduce this module in your own words and, if possible, illustrate with examples from your experience. The basic ideas to be included are that this module deals with the physical preparations for reentry, rather than the social and emotional, and is meant to focus attention on the actual details of leave-taking. The necessity of dealing with many of these details is often unknown to the student. Even if known, the details are often forgotten or overlooked during final days of studying, exams, and preparation for graduation. The emotional level is high, as are the stresses caused by pressure and exhaustion. In order not to forget some small detail, which may create problems in the future or which may be easier to handle while the student is still physically present at the university, some preplanning is necessary.

Activity 1. Brainstorming things that need to be done before leaving the university and/or the United States.

A. "What has to be done before you leave?" (In 15 minutes, the group should come up with 50 or more items. These should be listed on a chart. No idea is considered "foolish or not worth listing.")

B. "Let's look at these and assign the number 3 to the most important, 2 to the next, and 1 to the least important or necessary."

Turn to the following list, which has been put on a flip chart. (Do not list items in parentheses. An excellent list can be found on pages 129-131 in *Going Home: A Workbook*.)

Travel arrangements (tickets, visas, ride to airport)

Personal belongings (inventory, shipping arrangements)

Medical/health (medical records, necessary inoculations, medical insurance/claims)

Change of address (school, friends, magazines)

Finances (pay bills, bank accounts, money for trip, exchange currency)

University (transcripts, diploma, permanent address, alumni association, professional groups, settle accounts)

Housing (discontinue phone service and utilities, notify landlord, do final clean-up)

Miscellaneous (return borrowed items, books, etc.)

Purchases (gifts, professional supplies, etc.)

C. Each participant should have a sheet of paper on which to list everything he/she can think of under each topic. When finished, go back to list from 1.A above and add any new ideas. Categorize as in 1.B.

This activity should be carried out in groups of 10 to 12 participants, each with a facilitator. At this point, groups should come together to report the top priorities; list those priorities on a flip chart. Additional ideas for top priorities should be added by each group—no duplications. The same process should be followed for secondary priorities, and finally for those items with the lowest priority.

Participants should add to their own lists those items mentioned by others and those items from the brainstorming that apply to them.

TIME NEEDED: one hour 30 minutes, plus 10 minutes per group for report

Activity 2. Revisiting "Looking Back." In Module 3, "Looking Back," participants discussed and listed:

1. what had been especially enjoyable about their stays at the university and in the town;
2. how their style of living had changed, or was different from what they expect to find when they return home;
and
3. what were the most important things that had happened during their time in the United States.

This activity is to help them look forward to the time when they will have returned home. What items will they need to purchase, or make sure to include in their shipments, if they are to perform their future activities successfully (professional texts, special equipment, etc.)?

Looking at the lists developed during Module 3, if available, or quickly reviewing the questions above, the group should briefly discuss the types of things that might not be available to them in the future. They should then determine those that would be impractical or impossible to ship.

TIME NEEDED: 30 minutes

Activity 3. Looking Back: People and Places. Use your own words to convey the following:

"A part of predeparture planning is preparing to say goodbye to places and people who have been important to you during your sojourn. Let's think about what places were most meaningful to you. Which people (friends, professors, host families, counselors) were most helpful and/or important to you during your stay? It is important to your successful reentry that you don't slip out of town or just disappear. Visit places if you can, even briefly. If you haven't taken photos or obtained some souvenir, try to do so. (If you can't take a photo, a postcard is an excellent substitute.)

"Call, write, or preferably visit each family or individual to say goodbye. (If possible, take a photo of the person or family for your 'memory album.') Leave a copy of your new address or contact in your home country. Change-of-address cards are available from the post office at no cost and are useful for this purpose."

A. Individually, list the three or four places that have been the most important during your stay in the United States. List the three or four individuals/families who have been most important to you.

B. In small groups, take turns answering the following questions:

What have you learned about the United States? About yourself? About your home country? How do you know it?

TIME NEEDED: 45 minutes

Activity 4. Creating a Personal Checklist for Departure. Provide each participant with four blank check-list forms.

A. Divide the group into dyads. Using one of the sheets, have participants write the words "Wish List" across the top. Participants should list on it all the equipment and supplies that they would take home with them if they could. This can be personal as well as professional equipment and supplies. Having completed this, they should exchange lists with a partner and check off those items that can realistically be taken or shipped home.

B. Using the lists compiled in Activity 1.A and 1.C, and in Activity 2, participants should individually list all items that are applicable and appropriate to their own needs. They should add to the list any additional items that they remember while doing the exercise. The participants should assign priorities according to their own needs (these may not agree with those assigned by group 1.B). Tentative dates should be assigned if possible.

Suggest to participants that they list their top priority items on their personal calendars, put their checklist in a convenient spot, and consistently cross off those items completed.

TIME NEEDED: 30 minutes

RESOURCES NEEDED:

- lists from Module 3, "Looking Back" predeparture check lists (four per person)
- flip charts
- marking pens
- tape

Activity 5. Professional Resources/Contact/Networking. Divide participants into groups of 10 to 12. To introduce the topic of resource gathering, have participants list and then share with their group the three most valuable journals, magazines, or catalogues in their fields. Have them do the same with individuals who are specialists and/or colleagues in the field.

Provide students with the following worksheets from *Going Home: A Workbook*, "Part II: Building a Professional Network":

- Tools for Your Profession
- Directory of Specialists/Colleagues
- Professional Organizations and Journals
- Alumni Networking and Networks

Have students select one or two partners who are from the same or a closely related field. The suggestions made in the small groups should be listed on the appropriate sheets. Then, these partners should share ideas and continue filling in the various resource sheets. This activity should be completed independently during the days following this session.

Close the module with these, or similar, words:

"When you return home, you can take a computer, a calculator, and a variety of other equipment. These may not work, or they may wear out. You can take books, but these do not stay current. The most important things that you can take are ongoing resources that will supplement those available in your home country. Now is the time to collect addresses and sources. It is much easier to do while you are in the United States than it will be when you return home and may really be in need of information or assistance.

"Faculty members are excellent resources for the names and addresses of people working in your field. Make appointments to meet with some of these individuals in order to find out who else is doing work that might be of interest to you.

"The directory that you develop—of people, organizations, publications and catalogues—will 'work' for you long after you've returned home."

TIME NEEDED: 45 minutes to an hour, depending on the academic level and sophistication of the participants

RESOURCES NEEDED:

- resource sheets from *Going Home: A Workbook* (pages 82-98)

MODULE 10

A Look at Values

OBJECTIVES

- To clarify personal attitudes and values that may have changed during the U.S. sojourn.
- To identify areas of potential frustration or conflict that may arise from changed outlook.
- To develop strategies for dealing with these changes.

PROCESS

Briefly introduce the topic with something similar to the following example, but using your own words. If you have experienced changes in values or modifications from having lived in another culture, use yourself as an example.

"What we value is tied to our culture, as well as to our personal goals. New experiences shape our attitudes and values; therefore, the experience of living in a foreign culture can change the ways in which we view the world."

Activity 1. Ask participants to think of, and share, a way in which their values have changed or been modified during their stay.

Examples: Speaking with someone without having been formally introduced; questioning a professor; asserting one's own opinion; becoming less critical and demanding.

Activity 1A. "This activity is designed to help you identify the contrasts that exist between values recognized as important in one culture and those held to be important in another."

Provide each participant with a copy of the values exercise found on page 136 of *Going Home: A Workbook*. Review and clarify instructions with the group.

TIME NEEDED: 40 minutes

Activity 2. Group should be divided into smaller groups of 10 to 12. Individuals should review their responses to the Values Statements exercise and circle those to which they think their parents would have responded differently. Then they list answers to the questions listed below. (These questions can be copied and distributed to participants or listed on a flipchart for them to use.) These same questions should then be asked of the larger group. If additional ideas or responses come out during the ensuing discussion, participants should add them to their original list. These lists should be kept and referred to several times during/after reentry. One suggestion could be that the questions and responses be entered into the student's "Reentry Journal."

Discussion questions:

Cultural values have been defined as attitudes that predispose an individual to action. Do you feel that what motivates you to action might have been altered by your stay in the United States? In what way?

How do you think changes might affect your relationships with your family?

How might these changes affect your professional relationships?

What ways can you think of to prepare yourself for coping with these changes?

TIME NEEDED FOR ENTIRE MODULE:

one hour

RESOURCES NEEDED:

- values exercise
- values orientation questions listed on flipchart/copied for each person
- flipchart
- colored pens
- tape

STAFF NEEDED:

facilitators for each small group; leader

MODULE 11

Managing Your Concerns: An Inventory of Reentry Problems

OBJECTIVES

- To identify concerns that participants have about potential reentry problems.
- To eliminate possible "surprises" on reentry.
- To facilitate adjustment to reentry by providing information on problems experienced by earlier returnees.

PROCESS

This activity is designed for a group of 25 to 30 participants. If group is larger, it is advisable to divide it into two or more smaller groups; 10 to 12 would be the minimum size.

1. List the following major categories on five separate sheets of newsprint: Cultural, Social, Political, Educational, Professional. Tape these sheets around the room, making sure they are easily accessible.
2. Introduce the exercise by talking about the fact that anyone—student, business person, or faculty member—who returns home after an extended absence experiences problems in readjustment. The adjustments for students may be more difficult because they may have been away from their family for the first time, new knowledge has been gained, and the environment of the university differs greatly from that of the home country's "real world."
3. Have participants circulate around the room, writing on the sheets provided one or more problems they anticipate upon reentry. (If there are a large number of participants, provide several sheets with the same headings clustered together.)
4. With the total group, review concerns listed on the sheets, one topic at a time. By combining listings that are similar under each general topic, the group should be able to identify several primary concerns for each heading. These should be listed on clean sheets of paper under the appropriate headings. In the course of reviewing the finished lists, the group should attempt to arrive at two to three practical ways of dealing with the problems/concerns identified.
5. Provide each participant with a copy of the "Inventory of Reentry Problems" (*Going Home: A Workbook*, pages 142 and 143). This list can be compared with that developed by the group. Any ideas that have come from the participants that do not appear on this list should be added.

TIME NEEDED FOR ENTIRE MODULE:

one hour 30 minutes

RESOURCES NEEDED:

- large sheets of paper with headings printed on them (Cultural, Social, Political, Educational, Professional)
- "Inventory of Reentry Problems," one copy per person
- flipchart
- colored pens
- tape

STAFF NEEDED:

appropriate number of facilitators; leader

MODULE 12

Lift Off and Check Back

OBJECTIVES

- To provide participants with a mechanism for thinking about their reactions to being home.
- To provide a personal link with the university and to remind participants that they are resources to each other.

PROCESS

The facilitator can begin the session with remarks similar to the following:

"We can't go with you, but we can be available by mail, so here is a list of everyone's name and future address. We agreed earlier that we'd be interested in keeping in touch with each other. (Talk about how that can be done.¹) I'd like to suggest another activity for when you return home. There is a sheet in your packet that asks what your impressions are after your extended time away. This is intended to be used after your return and can be 'filled in' a week or so after you get home. The main thing is to write your thoughts down and keep the sheet. It will make very interesting reading in a year or so. In fact, we often urge people to keep a diary or notebook in which to jot down thoughts for at least the first six months. It becomes your transition record.

"I'd also appreciate it if you would send me some comments on the duplicate of that sheet. You may want to be less revealing in what you send me, so I'm not asking for a copy of what you write to yourself. And I've added a question: 'Is there anything you want me to tell students who are preparing to go home next year?' There is a self-addressed envelope for you to send it to me. This will be a tremendous help in our work, and I will look forward to getting those sheets.²

"I'll promise that I will write you three months after I receive your sheet with all the latest news from the university. If there is someone in your department you would like me to contact for you, tell me on your sheet and I'll send the information you are looking for as well."

Be sure all the items that have been mentioned are in the packets that have been passed out. If the group is one that has not met together regularly, you may want to omit the exchange of addresses, but you can still use the duplicate sheet and have people mail them to you.

"We would like to ask for some additional assistance for our office. If you are willing to have us refer to you students who have applied to this university from your country, I would appreciate having you fill out this card. We plan to put this information into our computer and then attempt to match students preparing to come here with alumni. We'll ask you to talk with potential students about the opportunities here and advise them what to bring. This would be a tremendous help to us and to the incoming student."

Have participants fill in cards that request the following and any other information that would be useful: name, home address, area of study, degree received, period of time in the United States, marital status while in United States, spouse's name, and children's ages while in the United States.

TIME NEEDED FOR ENTIRE MODULE:

30 minutes to one hour, possibly longer

RESOURCES NEEDED:

- "My First Impressions" sheets (2)
- list of participants and home addresses
- information card
- self-addressed envelope (unstamped)

STAFF NEEDED:

Facilitator(s). (If there are several small groups that have been meeting regularly, it may be appropriate to have name-and-address lists for separate groups rather than the total group.)

¹You may want to talk about how difficult it is to keep in touch when you are involved in the routine of daily living. It is necessary to make a special effort to maintain linkages with each other, as those connections can be very important and useful.

²If Module 6, Activity 3 is used, adjust these instructions to reflect the system suggested in that activity.

MODULE 13

Evaluation

OBJECTIVES

- To discover how well participants are prepared for the return home and integration into professional positions.
- To determine how useful the program has been for participants and obtain their recommendations for changes.

PROCESS

It may be useful to devise a paper and pencil "test" to determine changes in the readiness of participants for the reentry experience, but it is probably not necessary. Often the most useful evaluation of a program is verbal (with careful notes taken), when participants discuss what has occurred, how they feel about the activities they have engaged in, which activities they were uncomfortable with and/or would change, and how prepared they feel for the experience the program was designed to address.

One alternative is to ask everyone to write down what he or she has learned and then share that information with either the entire group or with one other person followed by a group discussion as outlined below.

The following questions can be asked, with someone recording the responses (follow up on answers that need to be pursued):

1. In what ways are you more aware of the difficulties and opportunities of reentry?
2. What in this workshop was especially helpful in preparing you to go home?
3. How prepared do you feel to go back to your home country and enter a professional position there?
4. What suggestions do you have for improving the workshop?
5. What one idea pulled the whole thing together for you? In other words, is there one thought or one concept that has become your "theme" for the experience of going home?

Discussion should ideally be lively and helpful. Allow at least one hour for this session.

Finally, it is a good idea to attain closure on the workshop or session, allowing everyone to say "goodbye" to each other instead of just letting the experience fade away. You could say: "Let's all say 'goodbye' to each other individually by taking the next 45 minutes (or half hour or whatever seems appropriate) to walk around and personally bid farewell to each person in the group."

After everyone has had a chance to talk with one another, the leader should make a final statement and close the workshop or series of sessions.

TIME NEEDED FOR ENTIRE MODULE:

approximately two hours

RESOURCES NEEDED:

refreshments, perhaps, to make this final session and period of saying goodbye somewhat festive

STAFF NEEDED:

All staff members who have worked with the group should be present.

Professional Integration: A Guide for Students from the Developing World

Edited by Mary Ann G. Hood and Kevin J. Schieffer

Academicians and administrators address problems of transition from academic study in the United States to a professional career in a developing country. Topics include planning for the return home, maintaining home-country contacts while at school, alumni networking, transferring science and knowledge to the home country, pursuing professional growth and continuing education after return, and providing resources to others who plan to study abroad. Students, faculty, and advisers will want to consult this valuable resource.

1983/143 pages/0-912207-02-7/\$6.95

Going Home: A Workbook for Reentry and Professional Integration

By Martha Denney

This workbook is designed to assist foreign students in planning their stay in the United States and in preparing for a more successful transition home. It contains checklists, exercises, worksheets, and bibliographic information that students can work on individually or within the structured context of a reentry workshop.

1987/147 pages/0-912207-32-9/\$4.25

"Professional Integration: For a Smooth Passage Home"

This videotape dramatizes one student's efforts in preparing for return to a professional career in his home country following study in the United States. Recommended for use in predeparture workshops, it is available on loan in 3/4-inch U-Matic, VHS, and Beta videotape and 16mm film.

For further information, contact NAFSA's Education for International Development program.

Culture, Learning, and the Disciplines: Theory and Practice in Cross-Cultural Orientation

Edited by Josef A. Mestenhauser, Gayla Marty, and Inge Steglitz

Eighteen essays gather material from such diverse sources as the Peace Corps, the military, foreign service offices, and development agencies to assess the theory and practice of orientation—which, say the editors, is the process of the entire cross-cultural experience, from beginning to end. The book is replete with practical suggestions for well-organized orientation programs. It will be of interest to orientation practitioners and program administrators as well as scholars concerned with cross-cultural communication.

1988/184 pages/0-912207-23-X/\$12.95

Academic Advising in Agriculture: For Graduate Students from Developing Countries

Edited by Robert J. Mashburn and Jack Van de Water

This handbook, designed for use by faculty advisers and departmental chairs, addresses the entire process of foreign student education in agriculture, including preparation for the return home. A selected bibliography of foreign student advising and an extensive listing of Third World institutions offering postgraduate agriculture study are included.

1984/59 pages/0-912207-11-6/\$5.95

Academic Advising of Graduate Students from Developing Nations

This handbook features nuts-and-bolts information, on topics ranging from pre-admission planning to preparing for return to the home country, that will help advisers enhance the educational experience of students from developing countries who study in the United States.

1986/23 pages/0-912207-33-7/\$3.95

Helping Them Home: A Guide for Leaders of Professional Integration and Reentry Workshops, Margaret D. Pusch and Nessa Loewenthal.

Anyone moving abroad is expected to encounter difficulties as a stranger in an unfamiliar environment. But what of the expectations surrounding the return home? Do returnees really slide easily into familiar patterns of living, with only a momentary pause for settling in?

Recent evidence shows reentry to be more of a shock than moving into a new culture. Moreover, since nearly everyone assumes coming home to be an easy process, returnees deal with their stress in isolation. Preparing both socially and professionally for going home is clearly as important as preparing to leave for abroad.

Helping Them Home: A Guide for Leaders of Professional Integration and Reentry Workshops provides guidance for those wanting to start sojourners on their return journey prepared for the challenge of going home. It contains 13 detailed training modules for use by new or experienced workshop leaders. Each module contains entries on objectives, procedures, and the time, resources, and staff required for its execution. The materials cover a sojourner's total experience from arrival in a foreign country to return home. Their structure facilitates the designing of programs of various lengths and leaves room for leaders' own ideas about how to conduct reentry workshops.

Helping Them Home has been produced for use with NAFSA's previously published "Going Home" materials. They include two publications, *Professional Integration: A Guide for Students from the Developing World* and *Going Home: A Workbook for Reentry and Professional Integration*, and the videotape "Professional Integration: For a Smooth Passage Home."

Helping Them Home also contains an introductory essay outlining the issues surrounding reentry, a brief annotated bibliography, and instructions on how to use the guidebook (including suggestions for attracting students to workshops).

MARGARET D. PUSCH is president of Intercultural Press, Inc. NESSA LOEWENTHAL is president of Transcultural Services.

ISBN 0-912207-24-8